

# Second Grade Narrative Writing Rubric

Student Name: \_\_\_\_\_

Focus Score

Date	1 Below Grade Level	2 Approaching Grade Level	3 At Grade Level	4 Above Grade Level
Focus/Organization	<ul style="list-style-type: none"> <li>no sequence</li> <li>no clear focus</li> <li>does not consider an audience for writing</li> <li>writes a few words on one or two pages</li> </ul>	<ul style="list-style-type: none"> <li>attempts to sequence events</li> <li>focus strays from topic or is general</li> <li>attempts to identify an audience with prompting</li> <li>writes one line across a few pages</li> </ul>	<ul style="list-style-type: none"> <li>logical sequence of events</li> <li>piece is focused</li> <li>writes for real audiences effectively</li> <li>writes multiple lines across many pages</li> </ul>	<ul style="list-style-type: none"> <li>creates well elaborated event with logical sequence</li> <li>piece is narrow in focus</li> <li>matches genre and audience to communicate effectively</li> <li>uses multiple paragraphs and pages to denote change in thoughts or ideas</li> </ul>
Technique/Craft	<ul style="list-style-type: none"> <li>Few if any descriptive details</li> <li>does not use temporal words</li> <li>no use of interesting language</li> <li>writes mostly incomplete sentences</li> <li>no sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>missing some descriptive details that develop characters and situations</li> <li>uses some temporal words</li> <li>ineffectual attempts to use interesting language (figurative language, precise/varied language)</li> <li>writes mostly complete but simple sentences</li> <li>attempts to provide a sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>adequate descriptive details develop characters and situations</li> <li>uses temporal words</li> <li>begins to use interesting language (figurative language, precise/varied language) effectively</li> <li>uses simple and compound sentences</li> <li>provides a sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>dialogue and relevant, well-elaborated details develop characters and situations; intentionally uses a variety temporal word or phrases to signal event order</li> <li>uses interesting language (figurative language, precise/varied language) pulled from a variety of sources</li> <li>uses simple, compound, and complex sentences</li> <li>well-elaborated sense of closure</li> </ul>
Mechanics	<ul style="list-style-type: none"> <li>capitalizes incorrectly or not at all</li> <li>Excessive errors of grade level spelling</li> <li>No/incorrect use of apostrophes when necessary</li> <li>no or incorrect use of end punctuation</li> </ul>	<ul style="list-style-type: none"> <li>uses capitalization with many errors</li> <li>accurately uses short vowels, initial and final consonants, some sight words misspelled (developmental spelling still evident)</li> <li>with prompting attempts correct use of apostrophes in contractions and possessives</li> <li>some end punctuation is correct</li> </ul>	<ul style="list-style-type: none"> <li>uses capitalization correctly and consistently- may include minor errors (i.e.: first word, proper nouns "I" titles, dates)</li> <li>applies grade level spelling (digraphs, blends and common long vowels, sight words)</li> <li>uses apostrophes in contractions and possessives correctly most of the time</li> <li>all end punctuation is correct and uses commas to identify a series</li> </ul>	<ul style="list-style-type: none"> <li>uses capitalization correctly and consistently with no errors (i.e. first word, proper nouns, "I", titles, dates)</li> <li>consistently applies grade level spelling</li> <li>uses apostrophes in contractions and possessives correctly all of the time</li> <li>thoughtful use of end punctuation, commas to identify a series and attempts to use commas in a clause</li> </ul>
Habits	<ul style="list-style-type: none"> <li>no attempt to use strategies from mini lessons</li> <li>Lacks perseverance through the completion of a piece; demonstrates little to no stamina during writing workshop</li> <li>does not integrate feedback from conferences to expand and develop piece</li> <li>does not use steps from the writing process (plan, draft, edit, revise, publish)</li> <li>handwriting is illegible with inappropriate spacing</li> </ul>	<ul style="list-style-type: none"> <li>with prompting and support uses strategies from mini lessons to improve writing</li> <li>Sometimes perseveres through the completion of a piece; demonstrates writing stamina with guidance and prompting</li> <li>begins to integrate feedback from conferences to expand and develop piece</li> <li>attempts to use steps from the writing process (plan, draft, edit, revise, publish)</li> <li>handwriting is difficult to read spacing of words may be inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>uses strategies from mini lessons to improve writing</li> <li>Perseveres through the completion of a piece; demonstrates stamina during writing workshop with little to no prompting</li> <li>integrates feedback from conferences to expand and develop piece</li> <li>utilizes the writing process (plan, draft, edit, revise, publish)</li> <li>handwriting is legible with appropriate word spacing</li> </ul>	<ul style="list-style-type: none"> <li>initiates use of resources to improve writing (anchor charts, mentor text, independent reading)</li> <li>Perseveres through the completion of a piece, demonstrating writing stamina independently during writing workshop and beyond</li> <li>actively seeks out and integrates feedback from multiple conferences to expand and develop piece</li> <li>utilizes all steps of the writing process thoughtfully and effectively (plan, draft, edit, revise, publish)</li> <li>Extra effort has been taken to make handwriting neat, legible and uniform in the published piece.</li> </ul>
Score				

